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ABSTRACT

This paper focuses on the roles played by internal and external change agents actively involved in the adoption of Personalized Teacher Education (PTE) or its components. Six adoption agents were selected for interviews by a panel on the basis of the number of institutions worked with, number of years in the business, experience with components of the innovation, conceptual and verbal abilities, and documentation of experiences. Resulting information is condensed into two categories. One category deals with information about adopting PTE, and the other category presents the guidelines set up by each agent. The author presents a set of generalized guidelines, derived from an analysis of agents and contrasted with Havelock's Innovation Adoption Process. The author concludes that the most salient finding emerging from the interviews was that each agent was his own man acting on self-knowledge, along with a strong commitment and knowledge of the innovation, to provide the vital elements that activated the adoption stages leading toward effective use of PTE. Also, the definitions of the terms "change agent" and "adoption agent" are differentiated. (PD)

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EACH HIS OWN MAN: THE ROLE OF ADOPTION AGENTS IN THE IMPLEMENTATION OF PERSONALIZED HIGHER EDUCATION

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EACH HIS OWN MAN:
THE ROLE OF ADOPTION AGENTS IN THE IMPLEMENTATION
OF PERSONALIZED TEACHER EDUCATION

Richard C. Wallace, Jr.

This paper is from a series[1] dealing with case studies of the adoption of the Personalized Teacher Education Program of the Research and Development Center for Teacher Education, The University of Texas at Austin. The focus here is on the roles played by both internal and external change agents actively involved in the adoption of PTE or its components. The richness of the experience of the change agents is the subject of this paper, as opposed to presentation of abstract principles of the change process. Practical guidelines will be presented that emerged from experiences of these change agents while on the front lines. Hopefully, some practical tips will emerge for those who engage, now or in the future, in the exciting yet demanding process of adopting an educational innovation.

A definition of the role of the change agent in the adoption of PTE is important at the outset. The most commonly used conceptions of the role of a change agent come from the disciplines of social psychology and rural sociology. Social psychologists (Lippitt, et al., 1958) define the role of the change agent as a consultant who assists users to develop their own problem-solving capabilities and who provides linkages to resources outside of the user system as well as within. The rural sociologists (Rogers and

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[1]Other papers are Hall, Wallace, and Dossett, A Developmental Conceptualization of the Adoption Process Within Educational Institutions; Manning, The "Trouble-Shooting" Checklist: A Manual to Aid Educational Change Agents in the Prediction of Organizational Change Potential; Hall, Phases in the Adoption of Educational Innovations in Teacher Training Institutions, and Farrington, et al., Representative Incidents in the Adoption Process.

Shoemaker, 1971) define the role of the change agent as that of a professional who influences innovation decisions in a direction valued by a change agency. The role of the change agent in PTE adoption is both similar and different from these two positions. In this unique role we call him an "adoption agent." Like the sociologist, the adoption agent does indeed hope to influence innovation decisions; but the role goes far beyond that of decision making to include implementation of diverse supporting relationships over a long period of time that influence the effective utilization of the innovation. As with the change agent role defined by the social psychologist, the adoption agent does indeed hope to develop the problem-solving abilities of the user and to link them to internal and external resources, but the major distinction with the adoption agent is that these behaviors revolve around the effective adoption of a specific educational innovation -- PTE in this instance. The social psychologists' change agent position is "innovation free;" that is, he is primarily interested in developing the "coping ability" of a user system to meet its own personal and institutional demands of change. Whether a user adopts PTE or some other specific innovation is of little consequence to the social psychological change agent. Thus the adoption agent is one who seeks to manipulate resources, human and financial, within a user system (and between a user and resource system) to achieve the maximum level of effective use of an innovation. In moving toward this goal the user is expected to become independent of the resource system, and it is assumed that the user system will increase in its own problem-solving capabilities. While these differences may appear to be superficial ones to the novice in the field of educational change, they are quite profound differences, for they

stem from very different value positions, pursue different strategies, and achieve different outcomes.[2] From this author's viewpoint, the distinction is critical.

METHODOLOGY

Six adoption agents were selected for interviews by a case study panel. The criteria for selection included: number of institutions worked with, number of years in the business, experience with components of the innovation, conceptual and verbal abilities, and possession of documentation of experiences.

Each member of the case study panel had his own particular objective to be achieved in interviews with the adoption agents. The agents were generally interviewed formally by the entire panel, with designated panel members leading different two-hour sessions with each agent. Thus, the author had a minimum of at least two hours of directed questioning relative to the role of the adoption agent. Also, during the remaining ten hours of interviews with each agent, the author had additional opportunities to gather information relative to the general problem. Perhaps the most important information gained in these additional hours was the opportunity to gain insight into the personal dynamics and the value system of each of the agents. Informal gatherings at lunch and dinner also provided opportunities to gather relevant information on each of the agents and their respective institutions. During these times, the author and other panel members took extensive notes.

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[2] To fully understand the value position of the author regarding the role of the change agent, it is recommended that the reader study carefully the first paper in this series.

The interviews were conducted in a somewhat unstructured manner, and the course of the interviews depended to a large extent upon the rapport developed with the adoption agents by the entire panel. The author generally began his interviews by positing a situation: "Assume that you are talking to a group of novice change agents who are in training and who are preparing to go out and assist institutions to adopt PTE. On the basis of your experience with that innovation, what advice would you give? Please structure your advice around the following topics: interaction with administration and deliberate strategies employed to achieve innovation adoption."

Such structuring directions usually precipitated the desired responses, responses that were then amplified and clarified by probing from the entire panel. If the interview began to bog down, additional directions such as the following were given: "Give me a list of do's and don'ts that a change agent should attend to." "Give me a list of adjectives that describe the role of a change agent." "Give me a list of words or phrases that describe the nature of the interaction of the change agent with the faculty or administration." "Give me a list of strategies that you employed to achieve innovation adoption."

After completion of the interviews, the author reviewed his own notes and those of the other panel members and condensed the information into two categories. One category dealt with information about the adoption agent's personality and his way of interacting with people within the institution adopting PTE. The other type of information related to the guidelines or advice that each adoption agent wanted to pass on to others who might assume his role.

In keeping with the information-processing strategies employed by the author, the plan for this paper will follow this same pattern. Each of the adoption agents will be described briefly in terms of the salient characteristics that were communicated to the project panel. Then the guidelines will be presented. Finally, the author will present a set of generalized guidelines derived from an analysis of the composite group of adoption agents. The generalized guidelines will be contrasted with a popular model of change agent operation.

ANONYMITY

An important posture to be taken throughout the case studies will be to maintain the anonymity of the individuals and institutions that were subjects of this study. This anonymity is necessary in that the adoption agents interviewed were guaranteed that they or their institutions would not be identified directly in our study efforts. Further, from ethical and pragmatic perspectives of maintaining continuing relationships with institutions and individuals, the maintenance of anonymity is critical.

GUS THE GO-GETTER

Gus has worked in two teacher-training institutions that have implemented PTE components. The first was a small teacher-training school in a remote rural area. He is now located at a large mid-western university. In both cases he was brought in to get new programs rolling. He is an individual with considerable ego strength and great energy. He, like all other adoption agents, is highly dedicated and committed to what he is doing. A normal working day for Gus is a minimum of twelve hours.

Gus is a front-line worker, including in the college president's office. He works closely with the faculty and staff as a teacher, helping them to build modules, helping them to identify and solve implementation problems. He quickly earned the respect of his faculty by solving difficult housing problems and by going to bat for them personally. He goes out of his way to get promotions for his staff and to make sure that they receive the recognition and the reward they deserve. By and large, Gus is a consensus builder. He constantly visits with individual faculty members, probes for their interests and their concerns, and asks for their reaction to his ideas. In general he asks for opinions from his staff and constantly provides them with information, thus establishing an open communication system. Even though Gus is open, friendly, and is the type who will pitch in to help, he can be tough when the situation demands. When required, he can treat members of the faculty very bluntly and can really shake them up when they need it, thus creating an image of bold leadership.

Gus's relationship to the administrative power structure is very direct. He makes an effort to locate the decision makers within the structure early and does not hesitate to go directly to the decision maker (even the college president), by-passing middlemen if necessary, to get things done. With the decision makers Gus is usually direct, straightforward, and demanding. He makes a strong attempt to keep administrators informed, but he is realistic about the amount of time they can give him and the amount of information they can assimilate.

Description of Gus the Go-Getter

Involved -- Keeps tabs on things; digs in and works; keeps things moving.

Supportive -- Keeps communication lines open; helps faculty with problems; seeks to reward faculty.

Assertive -- Seizes initiative; grabs the administrative reins.

Aggressive -- Goes to the source of the problem for solutions; demands authority.

Impatient -- Avoids middlemen who slow down decisions.

Decisive -- Makes decisions quickly; establishes an image as a strong leader.

Analyst -- Constantly questions his own behavior and that of others.

Far-sighted -- Anticipates problems and prepares for them in advance.

Growth-oriented -- Takes risks; wants to improve himself professionally.

Seasoned -- Careful about what he says to those with whom he works closely; chooses his confidants carefully.

Gus's Guidelines for the Adoption of PTE

Guidelines for Program Implementation

1. Know who you are and where you are going.
2. A change agent must fully understand the context of the situation in which he finds himself.
3. An institution must be in a state of stability before change can be instituted.
4. No innovation will work without administrative support; go out and get it.
5. Find out who the real decision maker is; where is the power structure? Go to it to get things done.

6. Work on communicating with the decision maker.
7. The first year of program implementation will be survival oriented; concentrate on the survival concerns of the faculty and provide strategies accordingly.

Guidelines Related to Decision Making

8. Innovations must be controlled and directed; laissez-faire type of leadership won't produce changes.
9. Seek many and varied inputs for decision making; then make a decision and make it stick.
10. Seek information; don't wait for it to come to you.
11. Don't reveal or suggest a plan until you have built support for it by visitation and discussion with faculty.
12. Build a constituency for a decision by testing it upon faculty; use question such as "What if we were to do this?"
13. When you make a decision, don't go into too much detail in explaining it to faculty lest you trap yourself by giving too much information or get caught with your guard down by saying too much. Too much information may have the effect of weakening your decision or give your adversaries ammunition to use against you.
14. When you know you've got the votes, be tough.
15. At big meetings, have the opposition act as group leaders or recorders.

Guidelines Relating to Trouble Makers

16. Lazy people will bitch the loudest; they don't want to expend the energy to change.

17. Brush fires will constantly be started up by resisters to change.
18. Trouble makers will go around and gain support from others before starting an incident; watch for little groups forming and conversing and smoke them out.

Guidelines Relating to Staff Relations

19. When you have some privileged information that everyone will know sooner or later, tell it; it will give you credibility.
20. You need to be careful about what you say and to whom. Be careful who your trusted confidants are.
21. Always check out the people with whom you work -- both with and without their knowledge.
22. Spread around your support and solicitation; don't alienate other members of groups. You may need to cover your tracks with other groups to protect yourself.
23. Never burn bridges, alliances, or contacts; you may need them.
24. Superstars need to be coddled. Stay on friendly terms with them to keep them out of your hair (and everyone else's).

BURT THE BUILDER

Like Gus, Burt was brought in by a college administration to start a new teacher training program in a small, rural teacher-training institution. There are several variables in Burt's situation that are worth noting. First of all, Burt was able to bring four new members of the faculty with him as he began innovation adoption. This core of people was very carefully selected for particular roles they were to play as a change

agent team in program development. The team became the core around which the program was developed and implemented. As time passed, Burt was able to attract large amounts of federal funds to support and extend the program. At each program expansion level, Burt was able to select and bring in people who fit his criteria as program developers and implementers.

Burt is a quiet type of leader. His leadership style can perhaps best be characterized as that of a team builder. Burt places a high value on team effort, and this played an important part in his selection of personnel as well as in his mode of interaction with them.

Description of Burt the Builder

Charismatic -- Can encourage and develop people to achieve overnight what would appear to be the impossible; is able to get work output from faculty far beyond what one normally would expect.

Team builder -- Values team work; builds "teamness;" shares the glory with team members.

Tireless -- Has enormous drive and capacity for work; plays the role of coach, player, and cheerleader simultaneously with faculty team.

Quietly dynamic -- Has strong and pervasive ability to build confidence in others and to inspire confidence of others in him; has great ability to get work out of people.

Humorous -- Has a keen, expressive sense of humor; this humor smoothes over many of the rough edges in team development and program implementation.

Effective leader -- Negotiates deals with faculties outside of the education department to their advantage and to the advantage of

his program development; orients decision makers to key decisions ahead of time; if a leadership vacuum is present, he'll fill it by taking action.

Demanding -- Highly task oriented; demands a great deal of himself and of others.

Effective recruiter -- Effectively selects people for their diversity of background and contribution to team effort; goes out of his way to compliment and support them.

Decisive -- Makes tough decisions when they are required.

Listener -- Takes time to hear people out and to give credence and support to their ideas.

Program leader -- Deals with substantive issues of program development; delegates administrative responsibilities to other team members.

Pragmatic -- Sets up a framework to accommodate faculty members who are nonconformists, who can't make it with the new program or as a functional team member.

Cosmopolitan -- Sends the staff out to visit other places to gain perspective; brings in a wide variety of consultants to stimulate thinking and give visibility to his institution.

Burt's Guidelines for PTE Adoption

The following guidelines were culled from Burt's interviews. (It should be pointed out that, unlike other adoption agents, Burt was interviewed intensively for only one day; all other change agents were interviewed in-depth for a two-day period.)

1. Identify the climbers in a faculty -- those who have drive, energy, and ambition; build your program group around these people.
2. Make every effort to develop the program as a group endeavor; develop the team with great sense of team identity.
3. Listen to your staff carefully and accept and encourage their ideas; provide them with support to try out their ideas once presented.
4. Get the faculty out to talk to various groups about their program. This helps them build confidence in themselves and commitment to the program, and helps them to articulate their intuitive understanding of the program.
5. Send faculty out to visit other programs around the country if possible; this broadens their perspective and puts them on a first-name basis with educational leaders across the country.
6. Bring in outside consultants constantly to stimulate the thinking of the faculty.
7. Demonstrate complete trust in your staff. Don't look over their shoulders; allow them to make mistakes. If a staff member makes a mistake, he should be allowed to rectify it without having it made public.
8. Direct the individual faculty member's tendency for entrepreneurship toward the building of a team and a total program.

PETER THE PERSISTENT

Peter provides an example of an adoption agent who failed to achieve adoption of PTE. This failure was due to a complex of variables that had to do with the institution itself, the decision-making structure within the institution, the expectations of the faculty, and the "hidden leadership" within the institution.

Like so many of the adoption agents interviewed, Peter was brought in to "install" a competency-based teacher education program with components of the PTE system in a small, state teacher-training institution. Peter had several years of experience at a major state university where PTE components had been field tested; he is totally dedicated to the implementation of competency-based programs. The staff and administration that hired Peter verbalized the desire to implement a competency-based program. Peter assumed that their verbalizations represented substantive knowledge of this kind of program. However, subsequent experience proved that this was not the case. The education faculty had been successful, prior to Peter's arrival, in creating a "reorganization plan" for the department that was designed primarily to circumvent the dean. As events subsequently demonstrated, the reorganization plan was the "innovation" that the faculty was committed to.

Within a short period of time, Peter was caught up in an internal power struggle for control of the reorganized education department, much of which he was not to understand until later. During this period he persisted in driving toward his goal of implementing a competency-based program with PTE components. An almost incredible tale of power struggle, intrigue, charges, and counter-charges provide a sobering experience of unsucessful innovation adoption. After two years of pursuing his goal,

Peter resigned his position of program leadership. Peter's story is perhaps best told in the guidelines that he offers to prospective change agents; they should be read carefully for the lessons they reflect.

As a person, Peter is a rather mild-mannered, highly articulate individual. He is very idealistic. He has a broad perspective on education; he is also an artist, and he tends to have broad life goals as well. On the exterior Peter appears to be a calm, deliberate speaker. Beneath that calm exterior and measured cadence of speech, however, is an enormous amount of drive and persistence directed toward a vision of the world of teacher education as Peter would like it to be. His persistence in pursuit of that lofty goal with his eyes riveted upon it, may in part account for the hidden troubles that eventually ensnared him and immobilized him as an adoption agent.

Description of Peter the Persistent

Calm -- Takes a great deal to get Peter rattled.

Deliberate -- Suspends his judgments and decisions until all the available data has been gathered and processed by him.

Articulate -- Very smooth in his personal manner; expresses himself very well verbally.

Committed -- Communicates by his low-keyed drive an enormous sense of purpose.

Accountable -- Wants to hold himself and others to being responsible teacher educators.

Determined -- Wants to prove to the world that teacher education does or can make a difference.

Meticulous -- Keeps very careful records of all his activities.

Idealistic -- Believes in high ideals, and believes that those ideals can be reached.

Ethical -- Will not compromise himself or his principles no matter what the situation presents.

Peter's Guidelines for PTE Adoption

Guidelines Relating to Administration

1. Look for evidence that there is a firm conviction for the new program from the highest executive officer in the institution.
2. Look carefully at the relationship between the dean and the president of a college before taking a position as an internal change agent.
3. Look for a strong linear staff relationship among the leadership hierarchy; if the president lets people circumvent the dean, it will cause the internal change agent many problems.
4. If you have the support of the president without the support of the dean, you may have a chance.
5. Work through the dean to the president regardless of what kind of dean you are working with.
6. An internal change agent needs support and latitude from a front office to made decisions.
7. Establishing a new program under the direct leadership of the president may have some virtue; if it is developed outside of the existing structure of a college or a department it may have a better chance of getting off the ground.

Guidelines about Faculty Politics

8. Be aware of the group structure (political) within the institution; the formal structure of an institution can be changed, but the informal structure cannot be changed as easily.
9. When interviewing for a position, try to attend a faculty senate meeting; these meetings tend to reflect the kinds of problems that are campus-wide and will give you some assessment as to the level of concern of the faculty.
10. Inquire how you would go about getting a course title change made. Get a list of the committees that such a change must go through and an estimated length of time.
11. Take a look at the total institutional government structure. Count the number of committees, count the number of faculty members on each committee.
12. Some committees tend to assume decision-making roles rather than advisory roles. Be careful in the number and kind of committees that you create.
13. Committee structure within a college may give people a chance to do nothing; it provides a face-saving way of keeping busy.
14. Some committees make it possible never to make a decision; they just pass the buck from one committee to another committee to another.
15. Self-concerned individuals are primarily concerned or interested in their work load, their salary, the minimum amount of office hours, and membership on committees that will promote the maintenance of the status quo. These self-concerned individuals do not think about teaching students.

16. Be alert to who the "status quo maintenance" faculty are and how many of them there are. Ninety-five percent of the concerns expressed by these people will relate to protecting their own turf; they have no concern for program or students.
17. Review the minutes of committee meetings to assess the quality of concern of the members of the committee in order to identify their concerns as self-concerns or concerns about students.
18. Investigate how many committees produce detailed minutes; small ad hoc committees who keep active in producing minutes are a sign of institutional sickness; these committees are usually created for self-defense and indicate a real uptightness.
19. The old establishment, informal leadership structure, will consume its energies in attempting to maintain the status quo.

Guidelines about Decision Making

20. Take firm action; don't be driven back from a decision even by the president. Hold on to a decision; it will cut down brush fires or keep them under the surface. You may be criticized, but if you back off a decision you will be much more severely criticized.
21. Putting out brush fires created by troublesome faculty takes an enormous amount of time and detracts from the work of getting the job done.
22. Don't let staff members hurry you into making decisions. Tell them you will let them know when you are ready to make a decision and in the interim they are to leave you alone.

Guidelines about Faculty (general)

23. Use pseudo assignments to get incompetent people out of the way.
24. Put a faculty member who you do not trust under the leadership of one who you do trust.
25. There are some professional people who gain their rewards by doing a good job. Find out who they are in your institution and support them.
26. Bringing in consultants can be an effective ploy in moving the staff.
27. Develop a strong alliance with the school superintendents. They can be strong advocates of change.

DAVID THE DEVELOPMENTALIST

David is a member of a resource agency team involved in the broadscale dissemination of PTE. In this position, David acts as a "linkage agent" between the agency that developed the innovation and the user systems that are adopting it. David has had broad experience with a variety of higher education institutions that have adopted part or all of the PTE system.

Perhaps the most important characteristics of David as an adoption agent are the facts that he is people-oriented and a developmentalist. David considers people as more important than the innovation. He recognizes that an innovation is adopted by people within a dynamic social institution; therefore one of his prime tasks is to get to know the people so he can provide effective and timely input to them. As a developmentalist, he has an explicit perception of innovation adoption as a developmental process. That is, he views the adoption of an innovation as a growth

process for both individuals and for an institution. Further, he identified stages in this growth process and therefore is able to relate his knowledge of people and their concerns about the innovation to their actual use of it. Because of this developmentalist orientation, David is constantly anticipating the next stages of development that an individual or an institution may reach in innovation adoption. This gives him power to marshal his own personal resources as well as the resources of the agency to maximize the effectiveness and efficiency of innovation adoption. David is a developmentalist from another perspective as well: he knows his innovation very well because he has experienced it and therefore can both empathize with the user and anticipate and understand questions and concerns that users will experience in adopting the innovation.

David is also a hard-driving, tough-minded realist. He has an enormous amount of drive and constantly strives to make the best use of his time. He has had enough experience to know when to be impatient with users. He tends to take the stance: "We're here to do a job; let's get on with it." David has learned through experience that time is very valuable and that an external change agent cannot afford to waste a minute of time, even at social gatherings of innovation adopters.

Description of David the Developmentalist

Forthright -- Calls things as he sees them; makes decisions quickly and effectively; is willing to put himself on the line.

Intense -- Anxious to be successful; anxious to see others succeed; highly task oriented; won't quit.

Unpretentious -- Does not put on airs; meets people where they are and takes on their values and mores.

Idealistic -- Holds high expectations for himself and others; is temporarily discouraged when his ideals or expectations are not met; has an enormous amount of integrity.

Listener -- Works hard at listening to others; attempts to store a wide variety of information even though he may not perceive it as immediately relevant; works at listening simultaneously to multiple conversations.

Facilitating -- Disperses materials and resources to help others solve adoption problems; puts people who can help one another together from both within and outside a user system.

Independent -- Goes out to meet problems and structure situations; doesn't wait for problems to come to him; is not dependent on others to initiate action or make decisions.

Perceptive -- Knows what other people are thinking because he works at it; he works at observing the impact of his own behavior on others; works at empathizing with people who are adopting an innovation.

Content -- Enjoys what he is doing.

David's Guidelines for PTE Adoption

Guidelines for Establishing Relationships

1. Get a quick appraisal of the faculty in an institution; try to find out what type of faculty they are -- are they student-oriented, uptight, etc.
2. Before entering into a working arrangement with an institution be sure that you negotiate certain conditions such as the following:

(1) make sure that the dean is in town and will attend any large group presentations that you make; (2) make sure that during your first visit you meet with the dean and his administrative cabinet.

3. Come on strong and directly with the administration. Tell it to them like it is. Don't try to hide the fact that innovation adoption is a difficult, energy-consuming, anxiety-inducing process.
4. If administrators won't provide active support for an innovation adoption by allocating resources or personnel, by being willing to stand up and be counted, don't waste your time with them or with their institution. The innovation just won't fly.
5. Go in as an equal in power with the administrators. After the first visit, call them by their first names; don't allow them to rule over you.
6. When first meeting with faculty be indirect. Toss ideas back and forth; admit ignorance, avoid off-hand conclusions; when confronted with a question ask "What would <u>you</u> do?"
7. Advise faculty and administration to do a small-scale, high-quality trial of the innovation.
8. Conduct an unobtrusive diagnosis of the user system; strive to understand their values, how they function personally and socially, so that you can become one of them and not be typed as an outsider.

Guidelines for the Agent's Stance

9. Be sure that you know who you are; what are your values; what are your goals.

10. A change agent must change his frame of reference from himself to his users; he must have a feel for people. He must constantly ask himself the question -- "If I were in their shoes, how would I feel?"
11. Don't get into a position of defending your innovation; let it defend itself.
12. You must know your innovation very well; you must know how to use it and what its problems in usage are.
13. Always place yourself in a learning mode. Learn both directly and vicariously; learn from other people's experience and generalize from that as you go from situation to situation.
14. Listen -- don't spend all your time talking; really listen -- work at it; build empathy by listening but still maintain broad perspective.
15. All of your words and actions must be calculated to provide input, stimulate feedback, and solve problems in order to pursue constructive innovation adoption; you must constantly work toward making the users independent of you and capable of solving their own problems with the innovation.
16. Keep a high degree of task orientation in your own behavior; you can be easily distracted if you let your guard down and you can be led quickly down the garden path.
17. Try to observe yourself on the job; ask yourself the questions: "What do I look like to these people? If I were them looking at me, what would I see?"
18. Be aware of when you are playing the role of a therapist with individuals or with an institution and explore the potential of your

actions. Can you handle it? Are you in over your head?

19. Think carefully about the long-term consequences of the actions you take. Will they create a dependency relationship? Remember that your goal is to make the users independent of you.
20. Work at keeping your distance personally and socially while still working to become accepted. You must maintain the integrity of your institution.

Guidelines for Action

21. There is no time to waste; you need to work at knowing where people are in the adoption process so that you can be most constructive in responding to them.
22. If you don't know what a person is up to, there is no way you can make a relevant input as a change agent.
23. Don't waste any opportunity to have input or to learn; ask questions, induce conversation, clarify values; don't waste time with meaningless chatter.
24. Be on the offensive at all times; don't allow yourself to get into a position where you must defend yourself or the innovation all of the time. If you are on the defensive, you will be ineffective.
25. Keep the adoption process in perspective at all times; be aware of the flow of activity during the adoption process; be aware of the resources that you have and of those the users have; keep the big picture of innovation in mind at all times.
26. Whenever you have a conference or an interaction with an individual or a group make sure that you achieve closure. Clarify who is going to do what by when and so forth.

27. You can manipulate administrators; they need to be given information, they need to talk with their faculty. Administrators may tend to be remote people and inaccessible to both you and their faculty. Insist on seeing them.
28. Work at identifying the faculty who are committed, who are concerned about kids, who are concerned about the innovation, who will do a little extra. Work with these people.
29. You need the sanction of the superstars within an institution; but don't expect very much help from them.
30. Remember that your relationship with the user system is temporary; begin to prepare early for withdrawal.
31. Work at maintaining credibility with all levels within the institution. If you become aligned with one sub-group you will lose influence with all others.
32. Cast yourself in the role of resource dispenser. Make the users come to you to get resources they need and then deliver.
33. Help the users to keep their perspective. Get them out of their day-to-day ruts so they can see what is coming.
34. Remember that faculty usually do not talk to one another. You can use your presence to sanction meetings that would never happen if you were not there.
35. Strive to maintain a "generalist" perspective when working; be sensitive to the concerns and needs of users and bring in specialists when conditions are "ripe."

Guidelines for Trouble Spots

36. Take on resisters to an innovation constructively until they consume too much time and you perceive them as unwilling to change. Don't let them chew up all your time -- they can easily do it.

37. Watch out for the devil's advocates who take that position not out of openness but purely to get attention for themselves.

38. Be careful not to alienate people within a user system with your personal, social or political values. Don't take a stance of any kind that will result in polarizing users and will identify you with one of those poles.

39. Don't expect miracles; expect rough going, things are bound to get worse when people have to change the ways in which they interact with each other.

40. Recognize that the innovation may have implicit or explicit values that may be in direct conflict with the values of the faculty or an institution.

PERRY THE PRAGMATIST

Perry the Pragmatist was interviewed simultaneously with Burt the Builder. Both Burt and Perry worked as internal adoption agents within an institution implementing a competency-based teacher education program with PTE components. At this particular time, both Burt and Perry are working with a resource agency stimulating the spread of PTE and competency-based teacher education. Burt was presented as an internal adoption agent primarily because most of his experience directly relates to that. Perry is

being presented here as an external adoption agent though he has also had experience as an internal change agent.

Perry is a rather low-keyed, task-oriented, administrator type of adoption agent. His approach to people is more indirect than direct. He is friendly and facilitative and, while at times he can be direct, his predominant mode of interaction is indirect. Perry is more likely to structure a situation, pragmatically, out of the elements that are in that situation; he does not tend to impose himself or his ideas, initially, upon a group.

When working with Burt, Perry was clearly the administrator who provided the backup and follow-through to the overt charismatic leadership provided by Burt. This is not to in any way diminish the role of Perry, but to point out that he was the guy who saw that things got done.

Perry is a slow-moving type of change agent. He prefers to work in situations where there is a great lack of focus, and even a considerable amount of confusion. He takes delight in leading people out of chaos into order. He does this by indirect counseling techniques, and by helping people see their own strengths and build upon them. He is very careful not to impose his own beliefs and value system upon users; rather, he prides himself on his ability to capitalize upon their strengths and build around them. Perry sees himself as being much more effective as an adoption agent in the type of situation just described. For the situation other than that, he would recommend that someone else function as the adoption agent.

Description of Perry the Pragmatist

Low-keyed -- Calm, deliberate in manner and speech; usually unruffled by any situation.

Manager -- Provides administration and follow-through for program plans; insists that others do likewise.

Shaper -- Likes to work with groups that are floundering; likes to assist them to find their own solutions to problems.

Pragmatic -- Doesn't alienate power sources; builds upon strengths that exist within a faculty.

Counselor -- Uses a variety of direct and indirect counseling techniques to achieve innovation adoption.

Patient -- Waits for groups to develop their own expertise and feelings of confidence.

Guidelines for Perry the Pragmatist

Guidelines for Managing Adopters

1. Identify internal (intellectual) leaders in a group; capitalize on their abilities and convince them of the worth of their own ideas.
2. Help a staff come up with their own framework that capitalizes on their own strengths.
3. Indirect counseling is the key to developing an effective relationship with a user system.

Guidelines for Avoiding Trouble

4. Intellectual authorities within an institution must be put in a position of not opposing an innovation if they cannot be brought to a level of active support.
5. As an external change agent, be careful not to compete with a successful internal change agent.

6. An external change agent cannot expect the continual reinforcement and feedback that an internal change agent may receive.
7. Don't alienate the power sources in an institution.

Guidelines for Installation

8. Get written commitments for installation of the innovation -- insist on data gathering.
9. Diagnostic information to be gathered on first visit should include the following:
   a. What is the hierarchical nature of the leadership structure?
   b. Where are the faculty with respect to program development?
      1. What is their conceptual ability?
      2. Can they write behavioral objectives?
   c. What are the general demographic characteristics of the faculty?
   d. What are the personality characteristics of the contact person?
   e. Who best articulates the substantive position of the group?
10. A good index as to the commitment of an institution is to note who you see on your first visit to an institution. If you see the higher administrative officers this may give you a clue to program commitment.
11. Ask for on-the-spot decisions to be made about the program and see who responds.
12. When dealing with faculty in a planning group, use the following strategies to achieve implementation of their program:

a. Insist that they set up time lines for work to be accomplished.

b. Use direct and indirect suggestions to structure the content and flow of meetings (e.g., Haven't we forgotten . . . ; Our experience has shown that . . . .).

c. Structure decision making and see that it is done.

d. Provide a direction for the group to move in if they demonstrate need for it; provide alternatives from which they might select.

e. Provide a secure environment for the faculty -- sanction mistakes as part of program development.

f. Help them clarify their aims.

13. Identify the level of program implementation; ask to see samples of work or program in operation rather than rely on verbal description.

14. Create an image of confidence and experience when working with faculty; it is just as significant that the faculty think you have been through a program even though you haven't.

15. Assure the faculty that they will probably not give up that with which they have truly been successful.

16. A decision must be used to be effective.

STEVE THE SOPHISTICATE

Steve was selected to be interviewed as an adoption agent because of his past involvement with a wide variety of national and international experiences as a change agent. Steve has worked in teacher training

institutions and in local school districts to facilitate the adoption of educational innovations. On the international scale, Steve has done much the same type of work. Many of the guidelines gleaned from Steve, therefore, cover a broad range of experience. They are presented here as they apply to the implementation of the Personalized Teacher Education Program in a teacher training institution.

Steve is a very cosmopolitan and articulate individual. In addition to his polish, Steve is also very friendly and it is easy for him to develop harmonious working relationships with all types of people. He is very much interested in the people with whom he comes in contact. He feels that it is critically important that he become a trusted agent who can provide relevant information and input to all personnel within the user system. He has a keen, expressive sense of humor and uses it to his advantage to gain entry and maintain rapport with users. When required, Steve can be very direct with people. However, his general mode of interaction would be indirect. That is, he would use situations and structure them in such a way that people would be instructed or informed by the situation that he has deliberately established.

Perhaps one of the most outstanding characteristics of Steve as an adoption agent is his perceptiveness about others. He works constantly at sizing up people, finding out what motivates them, finding out where they are with respect to the innovation use. He does not accept a one-time assessment of an individual; each time he comes in contact with someone within the user system, he is constantly gathering new information and reformulating his perception of that person and the role that person plays in the user system. As an experienced adoption agent, Steve uses his time

wisely. He does not consume inordinate amounts of time with certain people if that inhibits his ability to see all other people within the user system. In short, his broad experience has given Steve the ability to know when and how to probe, and when and how to act.

Description of Steve the Sophisticate

Trusting/trustful -- Perceives the development of trust between the educational change agent and the client system as the most critical variable in innovation adoption.

Self-assured -- Knows what he is doing and communicates that degree of assurance to clients.

Concerned -- A highly person-oriented individual who constantly seeks out the concern levels of people within a user system.

Open -- Constantly elicits feedback from teachers and administrators; provides them with feedback.

Friendly -- Creates an easy friendly relationship with people.

Involved -- Believes deeply in what he is doing and believes deeply in people in the process.

Prober -- Constantly seeks to find out who people are, what are their values; continually re-evaluates his opinion of people.

Realistic -- Constantly checks out his perceptions of people and the institution in order to be able to meet them where they are.

Steve's Guidelines for PTE Adoption

Guidelines for Establishing Relationships

1. One must constantly reappraise the personalities with whom he comes in contact. The following questions come to mind: Where is

he? What does he value? Where does he fit? Can I bet on him?

2. Strong leadership is required to move an innovation; one must develop a trust relationship with the internal leader and orient or train him in use of the innovation to enhance his leadership.
3. Your strategies for intervening with people must be based on what you know about them.
   a. What are their personality characteristics (quiet, thoughtful, superficial)?
   b. Where do they fit in the user system?
4. Be yourself as a change agent -- be natural or they'll see through you quickly.
5. Time lends itself to credibility for a change agent; it takes time to develop the relationships required to become an effective external change agent.
6. If there are factions within a faculty, don't allow yourself to become labeled as a member of a specific group; this will lessen your credibility and impede your effectiveness.

Guidelines for Work with Leaders

7. Administrators must be encouraged or trained to support faculty adopting an innovation.
8. Find out who are the decision makers; don't waste time on non-decision makers when time is short.
9. Find out who are the influencers, the opinion leaders, resisters; take your cues from informal as well as formal situations.
10. Be direct with authority figures. Keep them informed, come to

the point quickly. They're busy; don't mince words, tell it as you see it.

11. Use influential peers to persuade reluctant staff to get with the innovation.

Guidelines for Action

12. Project conviction in what you are doing. If you're not sold on what you're doing you'll be found out fast and be rendered ineffective.

13. Build upon the actual characteristics of the individuals and the user system; take them as they are, not as you would like them to be.

14. The environmental climate is a critical variable in innovation adoption; a change agent must quickly and constantly check out the climate.

15. Social interaction with members of the client system will greatly assist innovation adoption; take time and opportunities outside of the normal working day to promote social relations.

16. Where possible set up workshops. They provide an opportunity to work through concerns, build commitment, and expand understanding.

Some Do's for External Change Agents

17. Always check into the administrator's office first when you visit an institution.

18. Make a quick survey among the innovation adopters to assess the state of affairs when you first arrive.

19. Always listen more than you talk.
20. Always make personal contact (even though brief) with each person involved with innovation adoption during each visit.
21. Find private place to talk with adopters who wish to see you.
22. Take time at the end of the visit to inform the dean and/or department chairman of the state of affairs from your perspective.

Some Don'ts for External Change Agents

23. Take sides with cliques.
24. Impose yourself on faculty when you perceive you're not wanted.
25. Spend too much time with one individual if it interferes with your ability to see others.
26. Lose your temper.
27. Talk too much.
28. Get caught up in internal power struggles.

SUMMARY

Any attempt to generalize from the six agents interviewed to adoption agents in general (if they exist in great numbers) would clearly be unwarranted. However, one can derive commonalities from reviewing the guidelines provided by our six adoption agents. In brief summary let's highlight a few of them.

1. Each His Own Man

It should be abundantly clear from the data presented and from statements from the adoption agents that one must be himself to be effective.

We have seen several of them say that one must know himself, his values, his motives and his goals. This presence of self-knowledge and the all-consuming commitment to the innovation is a prerequisite for successful adoption agents. As demonstrated by the case of Peter, however, it is clearly not enough.

2. Diagnosis

Almost every change agent in some way provides guidelines for diagnosing the situation in which he finds himself. In some instances the diagnosis is relatively short; in other cases it is an ongoing procedure. There is no question that however one defines the problem, whether it be locating decision-makers within an institution or determining the motivation pattern of adopters, diagnosis is clearly one of the key skills and strategies that an adoption agent must acquire and practice.

3. Know Your Innovation

There is no question that an adoption agent must know what he is talking about. Preferably he must have experienced the innovation in the trenches as an adopter. Lacking this he must learn vicariously from the experience of others. There is no substitute for knowledge however. One cannot bluff his way through an adoption interaction with users; to do so is to court disaster.

4. Differences between Internal and External Adoption Agents

It is probably critically important to study the three internal agents and the three external agents differently. As the reader reviews

the guidelines presented by Gus, Burt, and Peter, one can see that their content differs in many ways from the content of the external agents, Steve, David, and Perry. One reason for the difference is merely time spent within the user system. The internal agent has more time to work with his faculty and staff and consequently can bide his time and govern his behavior accordingly. An external agent usually has limited time within a user system and therefore he must make effective use of that time. While both agents do not mince words and place great emphasis on communicating with administrators, it is clear in the case of the external agents that communication with administrators must be direct and with "no holds barred."

5. Manipulation

As unsettling as it might be to some readers, an effective adoption agent must be an effective manipulator. He must manipulate both people and situations in order to be effective and efficient in innovation adoption. He manipulates people, in a positive sense, by encouraging commitment to an idea through visits with faculty, as Gus did so effectively. David effectively puts people together in order to gain commitment, sanction, or reward to enhance the use of the innovation. As a "benevolent manipulator," the adoption agent is constantly alert to the needs and concerns of users and he attempts to manipulate resources -- human, financial, and material -- in order to expedite the adoption process. The adoption agent can do this because he has, in David's words, the big picture in mind; he has experienced the innovation and therefore knows the problems that users are likely to encounter. The manipulation strategies used by internal

agents are more likely to be of a type that will insure development of ongoing relationships among users that he can monitor on a day-to-day basis. The external agent is more likely to manipulate users as resources to one another; the external agent can often provide sanction and recognition for members of the user system that they cannot or would not provide for themselves.

6. Time Commitment

The internal adoption agent must work long hours in order to achieve his goals. Gus, Burt, and Peter provide evidence of long days, even working during vacation periods to achieve their goals. It takes many hours of hand-holding, listening, supporting, peace-making, planning, and evaluating to promote the adoption of an innovation.

The time commitment of the external agent is less in duration for specific institutions primarily because of the need of the resource system for his services with other adopting institutions. This is not to say that the external agent's time demands are less. David and Steve would attest to the extensive hours and demanding travel schedules of the external adoption agent; further the external agent must work hard to make the best of every minute he has in interacting with members of the user system. David's posture of making the most of every interaction, including those at social gatherings, is characteristic of effective use of time, a critical variable from the external agent's perspective.

7. People vs. Program Orientation of Adoption Agents

At this point it is interesting to view the behavior of the six internal and external change agents on a grid featuring people-oriented

versus program-oriented dimensions (see Figure 1). The grid is adapted from the Blake-Mouton (1964) managerial grid so familiar to students of management. The scale points on the grid provide a means of placing agents with regard to their behavioral orientation toward people and program. The grid is being used here as a practical means of viewing the behavior of the agents as communicated to the author during interviews and from a review of interview data. The grid has no measurement properties as presented here.

As we look at the grid for the internal adoption agents, Gus, Burt, and Peter, we can see that Gus the Go-Getter has a 9-6 rating. That is, he is high (9) on the program orientation of the scale and reasonably advanced in his concern for people. As we view the work of Burt the Builder (9, 7) we again notice a high orientation toward program and slightly higher concern for people that is similar to the configuration for Gus. Peter (8, 2) represents one whose prime concern was with program, with a manifestly lower degree of concern for people, at least overtly. The 8-2 rating (8 for program orientation, 2 for people orientation) may indeed represent why Peter met with some of the problems that he did. However, this is not to overlook the institutional problems that he encountered. Perry's 6-8 rating indicates that his concern for people was greater than his concern for program. As we now look at the grid to locate the external adoption agents we can see that Steve and David are both particularly high on program and high on people. Steve's rating of 8-9 and David's rating of 9-9 put them out on the most desirable end of the continuum.

In brief, the external adoption agents are apparently highly concerned for people and greatly concerned for program, but, as David put it, people

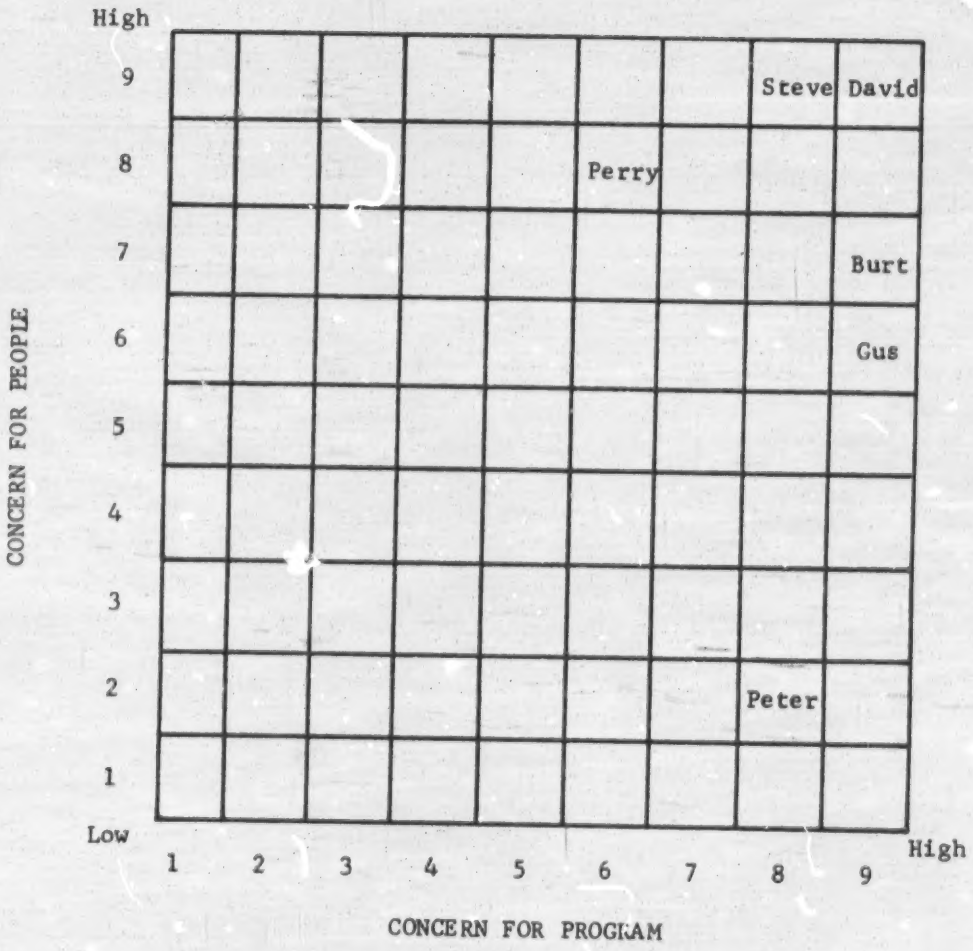

Figure 1. Grid for locating People/Program Orientation of Adoption Agents

are more important than a program. It would appear that the successful internal adoption agents, Gus and Burt, were really motivated toward program first and then toward personal interactions with their faculty in order to achieve that program orientation. This may not have come across as clearly in the data presented here as it did in formal and informal interactions with these agents. Whether these ratings would hold up across a larger sample of external and internal change agents is problematical. This attempt to classify them along the dimensions of people and program orientation may have potential as variables that differentiate internal from external agents.

A COMPARISON OF THE ROLE OF THE PTE ADOPTION AGENTS WITH ROLES OF CHANGE AGENTS PROPOSED BY HAVELOCK

Havelock[3] (1973) identifies the role of the educational change agent to include the following functions: catalyst, solution giver, and process helper. As a catalyst, Havelock sees the change agent as one who assists an institution to overcome inertia, to prod the institution, to examine where it is and where it ought to be, and to energize the resources within an institution to "get it moving." As a solution giver, Havelock sees the change agent as one who knows when and how to give solutions to a user system such that the system does indeed cross the threshold from the status quo and move in a direction of goal achievement. As a process helper,

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[3]Havelock has been selected, for the purposes of this paper, as representative of the view of educational change taken by social psychologists. His writing and reviews of the literature on change and knowledge utilization are well known to those actively engaged in educational change processes.

Havelock views the change agent as one who helps a user system to recognize and define its problems, to diagnose problems carefully, to set objectives, to acquire relevant resources, to select and/or create solutions to the problem, to adapt and/or install a solution, and to evaluate it. It is important to note that these roles played by the change agent, in Havelock's view, are not mutually exclusive. A change agent may act in any or all of these roles at any point in time.

If one reviews the reported behavior as represented by the guidelines presented for the six adoption agents, it is easy to see that, indeed, the roles assigned by Havelock do apply in part to this type of change agent, or at least to these individuals. However, it should be noted that Havelock's roles are more characteristic of the external adoption agents than the internal adoption agents. Perhaps the most important dimension of the adoption agent that Havelock does not deal with is that the adoption agents are managers or administrators. By that, we mean they are directly administering, managing, and even manipulating users and resources in order to achieve adoption of a specific innovation. As pointed out early in the paper, the type of change agent depicted by Havelock is an "innovation free" change agent. This is not true with the adoption agents; their circumstances differ enormously. Adoption agents interact with users with a solution to a problem in hand! Their role is not to explore a variety of alternative solutions based upon problem diagnosis. A decision to adopt has already been made. The fact that adoption agents are task oriented toward the adoption of a specific educational innovation makes them differ from the role that Havelock and other social psychologists (Benis, Miles, Schmuck, Runkel) present.

One of the difficulties the authors of this series have encountered as they have interacted with social psychologists regarding the change process is that the language used to describe roles, intervention, strategies, and outcomes within the adoption process are similar to the language used by the social psychologist. The major problem is that as specific innovation-oriented change agents, the authors use these terms very differently than do the social psychologists. When we use the term "problem solving" we use it with respect to easing the installation of a specific innovation. The social psychologists generally use it with reference to the development of general problem-solving capabilities in users. We recognize and value their position, their perspective, and certainly the vast body of research that supports their position. The point to be made rather clearly is that the authors operate from a different set of values, a different set of assumptions that are "innovation bound," and that while procedures and terminology may overlap with those proposed by the social psychologists the differences are real ones from the authors' perspective.

STAGES IN HAVELOCK'S INNOVATION ADOPTION PROCESS

To carry the analysis one step further, a presentation of the stages of the change process put forth by Havelock[4] will be presented; these stages and accompanying roles can then be compared to those of the PTE

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[4]Havelock's work will be cited extensively in this section because he best represents the role of an educational change agent as derived from the social psychological perspective. Havelock's extensive reviews on the literature on change, and his writings in the field, epitomize the position taken by such eminent social psychologists as Lippitt, Benis, Benne, Miles, Schmuck, Runkel, and many others.

Adoption Agent. Table 1 presents a capsule of stages and roles; the ensuing discussion will elaborate on the table.

Insert Table 1 here

Havelock identifies six stages of the innovation adoption process as follows: (1) building a relationship, (2) diagnosing the problem, (3) acquiring relevant resources, (4) choosing the solution, (5) gaining acceptance, and (6) stabilizing the innovation.

By "building a relationship" Havelock refers to such activities on the part of a change agent as follows: finding out what the norms and the values are within an institution; identifying the leaders; identifying the influentials, the gate-keepers; developing a working relationship with the internal change agent. With respect to building a relationship, Havelock cites the advantages and the disadvantages of an inside and an outside change agent. Generally speaking, he points out that an inside change agent usually knows the system, speaks the language, understands the norms, and can more closely identify the system's needs and aspirations. He points out, however, that the inside change agent may lack perspective, may not have special knowledge and skills, may not have an adequate power base, may have to live down his past failures, and may have to redefine his ongoing relationship with peers. The advantages of an external change agent are that he starts fresh, usually has a broader perspective, usually can make a more objective diagnosis, is independent of the power structure, and can bring things that are new. The disadvantages Havelock sees in an external change agent are that he may lack the understanding of the norms and the values and the language of the user system and further that he may not care enough about the user system <u>per se</u>.

TABLE 1

Stages and Roles of Change Agents and Adoption Agents in the Implementation of Educational Innovations

Havelock's Stages in Educational Change Process	Role of External Change Agent in Havelock's Model	Stages in the PTE Adoption Process	Role of Adoption Agent (Internal and External)
1. Building a relationship	1a. Identify norms 1b. Identify leaders 1c. Develop a relationship with internal change agent	*Decision to use innovation made before Stage 1. 1. Establish a working relationship	1a. Locate decision makers within user system 1b. Provide information to users 1c. Develop awareness in users 1d. Prepare contract or obtain commitment for innovation adoption 1e. Establish information channels in user system 1f. Identify resources available in user and resource system 1g. Complete plans for pilot test
2. Diagnosing problem	2a. Understand status quo 2b. Identify goals 2c. Check communication network 2d. Estimate capability to reach goals 2e. Examine reward structure	2. Initiate training and/or support activities	2a. Make arrangements for training, visitation as situation warrants 2b. Provide consultation to/for individual adopters 2c. Provide materials and human resources to stimulate use of the innovation
3. Acquire resources	3a. Help user conduct diagnosis 3b. Develop range of alternative solutions 3c. Install innovation	3. Diagnose problems and advance innovation use	$3a_1$. Conduct diagnosis of concerns and innovation use with individuals and groups within user system $3a_2$. Perform force field analysis to identify sources of support and opposition to innovation

		3b.	Generate alternative action plans to solve problems and select course of action
		3c.	Marshall resources (internal and external) to operationalize plan
		3d.	Provide continuous training and support services as in 2a, 2b, 2c, based on stages of concerns and levels of use of the innovation
4.	Choosing the solution Decision to use innovation made here	4a.	Derive implications from research
		4b.	Generate solutions
		4c.	Test for feasibility
		4d.	Select and try innovation
		4e.	Install the innovation
		4f.	Adapt the innovation to meet
5.	Gaining acceptance	5a.	Select communication strategies
		5b.	Maintain flexibility to gain acceptance
		5c.	Inform, demonstrate, train, support
		5d.	Conduct force field analysis
6.	Self renewal	6a.	Reward innovation adopters
		6b.	Assimilate innovation
		6c.	Stimulate adopters
4.	Integrate innovation with ongoing program	4a.	Mobilize internal user system linkages to provide for spread of innovation
		4b.	Provide for effective innovation flow within user system
		4c.	Provide sanction and rewards for innovation adopters
		4d.	Prepare for and initiate withdrawal from user system (external change agent)
5.	Stimulate renewal capabilities	5a.	Stimulate users to seek new and better ways to improve program
		5b.	Provide internal change agent with "tools" and materials to sustain innovation
		5c.	Provide for infusion of new ideas via visitation, demonstration, etc.

*Hall, G. E., Wallace, R. C., Jr., and Dossett, W. F. A structured model for developing a case study of PTE adoption: A developmental conceptualization of the adoption process within educational institutions. Austin, Texas: Research and Development Center for Teacher Education, The University of Texas at Austin, March 1973.

If one reviews the stance taken by the external adoption agents, Steve and David in particular and also Perry, it can be seen that there is a great deal of similarity between the guidelines presented by each of these adoption agents and the suggestions made by Havelock in the building relationship stage. The guidelines provided by David, in particular, reflect many of the values presented by Havelock.

The second stage in Havelock's model refers to "diagnosis." By this he means the attempt to gather systematically information that will foster understanding of the present status within a given institution. In this respect, Havelock stresses the need to identify not only problems but also opportunities existing within an institution. The stress in the diagnosis is placed upon viewing a client system as a totality; that is, as a total functioning organism whose parts have a definable and meaningful relationship to one another. In conducting a diagnosis, Havelock suggests there are at least five questions that should always be asked and answered. They are as follows: What are the system's goals? Is there an adequate structure for achieving these goals? Is there openness in communication? Does the system have the capacity necessary to achieve its stated goals? Does the system reward its members for working towards its stated goals?

Almost all of the adoption agents place a very heavy emphasis on diagnosis. In particular, the external change agents constantly probe both individuals and communication networks to make sure that the appropriate interpretations are being made. Where the diagnosis of Havelock and our adoption agents differ is in immediate action that follows. The adoption agents have a job to be done. Therefore, their diagnosis is more directly related to task-oriented behaviors. Both the internal and the external

adoption agents seek to "set people up." That is, they identify the influentials within the group or within an institution, they identify the decision makers, they identify the superstars, they tend to be abrupt with the resisters, all for the purpose of facilitating the most effective adoption of the innovation. Thus, diagnosis for the adoption agent is not used so much to help establish a posture from which communication patterns can be developed as it is to help the agent more quickly and effectively toward the installation of an innovation.

The next stage in Havelock's sequence is entitled "resource acquisition." He defines resource acquisition as a gathering of additional facts, ideas, material, or equipment to help a user make a decision or understand the situation more carefully. He puts forth seven major purposes for resource acquisition: (1) to help the user conduct a more adequate diagnosis of its needs or problems, (2) to develop awareness of the range of alternatives, (3) to make judgments about the potential use of an innovation before its trial by looking at the evaluations provided by others, (4) to conduct a trial of an innovation; (5) to evaluate a pilot use of an innovation; (6) to install an innovation; and finally (7) to maintain an innovation.

For the adoption agents, resource acquisition is somewhat similar to Havelock's presentation. However, the prime purpose for resource acquisition on the part of the adoption agents is to get the job -- PTE installation -- done effectively and efficiently. In some cases the adoption agent brings in external resources such as funds from federal agencies, or experts who can assist the system to install components of PTE. In other instances, resource acquistion means identifying and using resources within

an institution that may not have been identified previously. In some cases, putting people together within an institution or from multiple institutions in order to facilitate innovation adoption may be the purpose of resource acquisition for the adoption agent. The major distinction between our position and that of Havelock's is that the decision has already been made by an institution to adopt an innovation, and one therefore seeks to marshall resources to facilitate its adaptation. Much of the information, material, and suggestions provided by Havelock deal with the issues of awareness building, decision making, pilot testing, and evaluation. The next stage in Havelock's paradigm is entitled "choosing a solution;" it is at this stage that decisions to adopt an innovation are made. At this stage he identifies four steps: deriving implications from research, generating a range of solution ideas, feasibility testing, and adaptation. Each of these steps should be self-explanatory. By and large this stage of the innovation adoption process comes much earlier in the work of the adoption agent. Before an adoption agent swings into action an institution has already made a commitment and, indeed, a contract to pursue the adoption of an innovation prior to the interaction of either the internal or the external adoption agents. In the case of all our internal adoption agents, Gus, Burt, and Peter, the institution had already made a decision to institute a particular type of program prior to bringing these internal change agents on board. In the case of the external adoption agents, decisions had also been made by an institution to adopt a particular innovation before any extensive interaction had taken place. The only way in which elements of Havelock's stage of "choosing a solution" apply to the adoption agents is that the innovation they carry must be adaptable to a

given institution. That is, an institution must tailor its use of the innovation or its components in such a way that it meets its own particular needs. The internal and the external change agents have held this uppermost as a guiding principal in deriving their actions.

Havelock's next stage is entitled "gaining acceptance." In this stage he essentially deals with four major issues: how individuals accept innovations; how groups accept innovations; how to choose a communications strategy that is effective for individuals in groups; how to maintain a flexible program for gaining acceptance.

Havelock presents six phases in the adoption process by individuals as follows: awareness, interest, evaluation, trial, adoption, and integration. Basically this flow of phases in an individual's adoption process is almost self-evident. It need not be elaborated upon here. What Havelock is talking about are the internal stages an individual goes through. The correlative behaviors of a change agent to achieve each of these stages within an individual are worth noting. Such activities as promoting and informing and telling develop awareness and interest on the part of a user. Demonstrations and training assist in the evaluation and early trial of innovation. Help, service, and nurturance assist in the adoption and integration of an innovation. There are many suggestions provided by Havelock as to how these activities can be brought about to achieve the goals he lays out.

In examining how groups adopt innovations, Havelock focuses upon the position of individuals in a social network. He points out that such relative positions are important in determining how one goes about adopting an innovation or even whether one adopts it in the first place. He refers

to labels that are typical of those placed by social psychologists upon people within an institution (e.g., leaders, innovators, resisters, etc.). His recommended tactics for this phase include force field analyses and use of leadership resources within an institution to achieve the process.

With respect to communications within the process of acceptance he deals with oral and written communications, demonstrations, films, person-to-person contacts, group discussions, and the like. With respect to keeping the program flexible he makes the point that an innovation must be adaptive to the institution engaged in assimilating it.

Many of the tactics in the strategies laid out by Havelock are relevant to the adoption agent. However, they come very early in the stages of innovation adoption. The major distinction that can be made is that in almost all cases the adoption agents view adoption as a developmental process by both groups and individuals. That is, it is a growth process. In this respect this adds a dimension that goes far beyond the developing, awareness, interest, trial, evaluation, adoption, and integration stages that Havelock identifies and becomes, if you will, more personalized. Further, because of their interaction with the developers of the Personalized Teacher Education Program, all of the adoption agents presented here are aware of and use concerns of an individual implicitly or explicitly as a governing force in choosing their strategies and their tactics to interact. These strategies and tactics come through most clearly with the external adoption agents David and Steve.

The final stage in Havelock's innovation adoption sequence is entitled "self-renewal." In this respect he is dealing basically with the issues of stabilizing the innovation and generating self-renewal. In this respect he

is talking about insuring the continuance of the innovation, something often called internalization. By this he means basically the following: continuing to reward people who are involved in practicing the innovation; routinizing the innovation so that it becomes part of the on-going structure; continuing to evaluate and modify the program such that it produces its intended results; providing for appropriate resources to maintain the system; and providing for continual adaptation of that system. With respect to creating a renewal capacity, essentially Havelock is talking about clients becoming change agents for themselves. By that he means (a) developing an inclination to seek out new ideas and new ways of doing things and (b) gaining a perspective on the future as something to plan for.

One of the main concerns of the adoption agent has been to help the user achieve independence as soon as possible. The strategies and tactics employed are to provide a user with the capability to manage the innovation under his own power and internalize it within the structure. It is only through personal exhortation that an adoption agent would encourage a user system to engage in self-renewal activities. In some respects this goal differs from the goal of the social psychologist who is primarily concerned with the "institutional mental health" of an adopting agency. Since the adoption agent's goal has been to achieve maximum and effective use of the innovation, it is his hope that once having achieved that maximal level of use the user will find ways to build upon that and go beyond it, thus renewing both the innovation and himself in the process. The first paper in the series deals directly with self-renewal as the ultimate level of concern as well as the ultimate level of use of an innovation. The reader is directed toward that paper at this point.

Stages in the PTE Adoption Process

Table 1 presented the stages in the innovation adoption process as: establish a working relationship; initiate training or support services; diagnose problems and advance innovation use; integrate innovation with ongoing programs; and stimulate renewal capabilities. The most important distinction in the flow of the stages, when compared to Havelock's, is the point in time when a decision is made to adopt an innovation. The stages of innovation adoption begin with a decision to adopt a specific innovation; this is delayed until the fourth stage in Havelock's model.

The first stage in the PTE adoption process involves the building of relationships within the user system. Whether the adoption agent is internal or external, one of the most important steps is the identification of the decision makers and the decision-making processes within the institution. Of necessity this will require the identification of the climate, the mores of the user system. For the internal adoption agent, it means building the personal relationships with users of the innovation that will facilitate the adoption process. For all agents, the development of effective information networks and the development of open communication is critical. Identification of available resources and achievement of commitment from top administration are among the most crucial steps in the first stage of innovation adoption. From the perspective of the external adoption agent, the achievement of a written contract helps to achieve the commitment required.

The second stage in the PTE adoption process is perhaps the most critical. Without sufficient training, visitation, and the provision of support services, innovation adoption is likely to die on the vine.

Initial training is not enough. When complex processes are involved, such as the use of the Personal Assessment Feedback System or interdisciplinary faculty teaming, continuous training and support consultation are required as users move along the developmental growth line of effective use of the innovation and/or its components. Individual consultation sessions, arrangements for formal training, and putting people in contact with resources outside of either the designated user or resource systems become vital ongoing procedures during this stage.

Since the provision of continuous training and support services is critical to achieving the maximum level of use of the innovation, the third stage, diagnose problems and advance innovation use, is a continuation of the second. Diagnosis, in this case, generally refers to the identification of problems related to an increasingly more sophisticated use of the innovation. As such, diagnosis is likely to be innovation specific. Even if problems may center on organizational development variables (e.g., distribution of power, reward structure) the PTE adoption agent specifically related these variables to the innovation adoption process. It is here that the distinction between the position of the authors and that of the social psychologists differ; the latter is interested in their own right. General coping abilities of a user system are of primary concern to the social psychologist; adoption of a specific innovation is a secondary concern. The authors of this series of papers place primary emphasis and value on the effective adoption of an innovation first (i.e., PTE or any educational innovation); the development of organizational effectiveness and changes in the normative structure of an institution are secondary goals and indeed are likely to be byproducts of the innovation adoption

process. In the final analysis both approaches to the improvement of education at all levels may be required. The state of the art, at present, clearly requires the development and testing of both models.

Perhaps the most unique feature of the PTE adoption agent's role during stage three is his use of the expressed levels of concern of the user and the observed relationship between the concerns expressed and the level of use of the innovation (see the Hall, Wallace, Dossett paper for a discussion of this issue). The experience of several of the PTE adoption agents and the hypotheses generated by the authors are that the time required to achieve effective use of an innovation can be significantly shortened if change agents are alert to the expressed levels of concern of user and the correlative level of use of an innovation. To the extent that observations of concerns and use are related to the selection of appropriate strategies to enhance an individual user and his effective use of the innovation, the adoption process itself becomes personalized.

The fourth and fifth stages in the adoption process, integrate innovation with ongoing program and stimulate renewal capabilities, are similar in content and orientation to the last two stages of the Havelock model. The goal of these two stages is to achieve a high degree of effective use of the innovation, provide for withdrawal of the external resource system, and insure that the user system is moving in the direction of continual growth toward a self-renewing capability. Among the chief concerns of the adoption agent must be the development of an adequate reward structure that recognizes the contribution of the user. With teacher-training institutions in particular, the adoption of PTE requires a new set of roles and interactions among faculty that may be in conflict with the accepted norms

within an institution. If interdisciplinary faculty teaming is adopted as a key component of PTE, then new patterns of interaction are required. Faculty must spend time in collaborative planning, implementation, and evaluation of the program on a continuous basis. Further, the nature of PTE requires that faculty also meet informally to share information about students. These requirements for cooperation are usually atypical of the "status quo" in most teacher training institutions. Time spent in faculty teaming and the required intensive interaction with students takes time away from publishing pursuits. If a higher education institution values publication from its faculty, there may be an inherent value conflict, with respect to promotion, for adopters of PTE. Role specification for PTE faculty may assist in the development of a reward structure; in this sense, the role of the change agent and the role of the adoption agent are similar. But, the adoption agent would use the innovation, PTE, as the stimulus to achieve changes in the reward structure; the change agent, from social psychological perspective, would seek a change in the reward system as an end in itself and as a means of improving the organizational effectiveness of the institution.

In summary, the stages and the roles for change and adoption agents have been presented based upon the analysis of Havelock's position (assumed to be representative of the position taken by social psychologists) and a presentation of the adoption agent value system of the authors and the PTE adoption agents interviewed. The intent has been to show the differences in orientation between an innovation-free perspective on change taken by Havelock and the social psychologists, and the innovation specific view of innovation adoption taken by the authors.

Conclusion

The purpose of this paper, as one in a series dealing with case studies in the adoption of PTE, has been to present the roles of internal and external adoption agents. The roles have been presented in the form of guidelines emerging from the experience of the agents as told to the author and a panel of interviewers concerned with various aspects of the PTE case study.

Six adoption agents were interviewed. Perhaps the most salient finding emerging from the interviews was that each agent was his own man. That is, each pursued his function based on knowledge of himself and his values; this self-knowledge along with a strong commitment and knowledge of the innovation combined to provide the vital elements that activated the adoption stages leading toward effective use of PTE.

The guidelines emerging from the interviews provide a down-to-earth description of the "real world" of the adoption agent when compared to the more abstract treatments of the change agent roles found in the literature.

One of the major purposes of the paper has been to point out the differences between the role of the change agent and the adoption agent. While both are involved in the process of bringing about change in educational institutions and while both roles are similar in function at certain points in the implementation stages, the value positions from which each is derived differ considerably. The change agent is committed to assisting an institution to cope with the problems of change per se. Specific innovations selected for implementation are of minor concern. The adoption agent is concerned with the effective use of a specific innovation (e.g., PTE); he marshals resources to achieve that goal. Organizational

development goals are secondary in importance to the adoption agent while they are the prime goals of the change agent from the social psychological perspective.

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